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# UCS 2.0

## Work Description Writing Guide


February 2000

Canada

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# Universal Classification Standard (UCS) 2.0<sup>©</sup>

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## Introduction to the Work Description Writing Guide









## Overview

### Purpose of the Guide

Any system used to evaluate work has several major components. The most important of these is the information collected about the work performed – the **work description**. Another is the evaluation tool used to assess the work described in the work description—the Universal Classification Standard itself. Other components include the weights and levels assigned to the work after it has been evaluated and the compensation that is then awarded to it through collective bargaining. But as you can see, all the components hinge on that first one—the work description.

Each Public Service position requires a work description that can be evaluated using the Universal Classification Standard (UCS). The purpose of this Guide is to give you the information you need to write work descriptions according to the UCS. The Guide offers background information and guidelines to help you understand each element of the UCS so that you can create a complete and accurate work description.

### Who should use this Guide?

This Guide is addressed to anyone involved in writing, updating, or reviewing UCS work descriptions, whether you are a manager, an employee, a human resources professional, or a consultant.

### How to use this Guide

Part I of the Work Description Writing Guide presents a brief introduction to the Universal Classification Standard and the practice of writing UCS work descriptions. Read it to get a better understanding of how this approach to work description writing addresses the needs of a contemporary work environment. You will find important information on key considerations such as gender neutrality, pay equity, and employment equity. You need to be familiar with these concepts to be able to prepare an accurate, comprehensive work description that makes visible all the work the position requires.

Part II of the Guide provides a brief definition of each factor and element of the UCS. Read it as well for a step-by-step guide to the mechanics of collecting, organizing, and presenting work information in a document so that the work can be evaluated. Part II has tips to keep you on track, too.



In the annexes in Part III, you will find a list of action words that describe work in many different work environments and a checklist that summarizes all the information needed in the new work description.

The *Work Description Writing Guide* should be used in conjunction with the *Universal Classification Standard 2.0: Factors and Elements*.

## Authority

The descriptions of the factors and elements found in this Guide are quoted directly from the *Universal Classification Standard 2.0*.

## Resources

This Guide is available in hard copy in both regular and alternative formats. It is one of a series of resources available to support you in writing work descriptions. Two valuable references are the *Universal Classification Standard 2.0: Factors and Elements* and the *Supplementary Application Guidelines*. Other resources include training sessions in work description writing, videos, Description Plus!<sup>TM</sup>, which is available to departments through the Internet and the Public Service Intranet, and other existing UCS work descriptions across the Public Service.

To order copies of the *Work Description Writing Guide* and other UCS-related guides, contact Public Works and Government Services Canada, Canadian Government Publishing, at 1-800-635-7943. You can also download them from the UCS Intranet site at <http://publiservice.tbs-sct.gc.ca/ucs-ngc> or from the Treasury Board Internet site at <http://www.tbs-sct.gc.ca/ucs-ngc>

## Additional information

For more information about the Universal Classification Standard or Description Plus!<sup>TM</sup> contact your human resources advisor or the Human Resources Branch, Treasury Board Secretariat, Ottawa.





## Understanding the Universal Classification Standard

### What is the UCS?

The **Universal Classification Standard** is an instrument for evaluating work done by employees of the Public Service of Canada. It is a tool for measuring the relative value of that work according to contemporary workplace values. The UCS provides a cornerstone for human resources management that is:

- **Universal**—it can evaluate the full range of work characteristics across the Public Service of Canada;
- **Gender neutral**—it can identify and positively value the characteristics of work done predominantly by women and predominantly by men, including work that has been historically “invisible” or undervalued; and
- **Simple**—the design and administration of the Standard can support a straightforward and efficient method of describing and valuing work.

The UCS was developed by Treasury Board Secretariat (TBS) over several years in consultation with Public Service employees, human resources experts, the Canadian Human Rights Commission, unions, and other central agencies and line departments. It reflects the contemporary values of the Public Service and the requirements of the *Canadian Human Rights Act*.

#### A single standard

The UCS has replaced more than 70 different classification standards for different Public Service positions. These standards were written separately over the years, often with differing goals or following different formats. As a result, they did not always give equal treatment or equivalent value to similar work requirements. Because it is one standard applied to all work in the Public Service, the UCS will help to eliminate traditional stereotypes about certain types of work. It will also reduce the cost of human resources management in the Public Service and eliminate artificial and needless barriers to mobility for employees.

#### The Four Factors and their Elements

The UCS is structured to measure the demands and conditions of work using four factors defined in the *Canadian Human Rights Act*. Each of the four factors contains two or more elements, 16 in all.



**Factor I: *Responsibility***—responsibility in the work for people, ideas, and things.

- Element 1 Information for the Use of Others
- Element 2 Well-being of Individuals
- Element 3 Leadership of Human Resources
- Element 4 Money
- Element 5 Physical Assets and Products
- Element 6 Ensuring Compliance

**Factor II: *Skill***—what employees need to know about, or be able to do, to perform the assigned work.

- Element 7 Job Content Knowledge Application
- Element 8 Contextual Knowledge
- Element 9 Communication
- Element 10 Motor and Sensory Skills

**Factor III: *Effort***—the mental and physical exertion required by the work.

- Element 11 Intellectual Effort
- Element 12 Sustained Attention
- Element 13 Psychological / Emotional Effort
- Element 14 Physical Effort

**Factor IV: *Working Conditions***—the physical and psychological conditions under which the work is performed, and their potential effects on the health of employees.

- Element 15 Work Environment
- Element 16 Risk to Health

## What is a Work Description?

A **work description** is a document that records the work assigned to a specific position or to a number of positions. Its purpose is to describe all the characteristics of that work so the work can be fairly and consistently evaluated and compensated.

A work description is about the requirements and the conditions of work. It is not about the personal attributes or performance of incumbents. In fact, it may still be applicable after many years regardless of who is in the position, as long as the work remains the same.





## Structure of the UCS Work Description

The UCS work description is composed of four sections:

- **Identifying Information**—“tombstone data,” that is, information on the position, the incumbent, and the authorization for the work description.
- **Client-Service Results**—the reason that the work exists, that is, the product(s) or service(s) the position delivers and to whom.
- **Key Activities**—what is done to produce the Client-Service Results. This section provides the framework for describing what the work requires.
- **Work Characteristics**—the description of the specific responsibilities, skills, effort, and working conditions that the work requires, set out under each of the 16 elements.

Identifying Information															
Client-Service Results															
Key Activities															
UCS Factors and Elements															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Work Characteristics															
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Where is the position?  
- Who is the incumbent?

- What product(s) or service(s)  
does the position provide?  
- To whom?  
- What activities are conducted to  
achieve the client-service results?

- What are the specific  
requirements of the key  
activities as they fall under each  
element?



## Underlying Values

We cannot emphasize enough how vital it is to have complete, accurate, up-to-date, gender-neutral information about every position. Because information about the work is used as the basis for work evaluation decisions, if the information collected in the work description is insufficient, inaccurate, out of date, or biased, the evaluation is likely to be inappropriate. To write good work descriptions, you as the work description writer need to be aware that the UCS reflects the following:

- **Contemporary workplace values**

Technology, changing social and economic values, and continuously evolving business practices and methods are constantly transforming our workplace. For example, the greater use of technology means that most work now requires some knowledge of computers. Changing values, which the UCS is designed to reflect, also credit the results of the work being performed rather than the older values of hierarchy. Work descriptions must reflect these changes so that they can be properly evaluated. The UCS allows for the continual modification of work descriptions as the work performed by employees in the Public Service continues to evolve in an ever-changing work environment.

- **Employment equity**

Employment equity is about creating a Public Service that is more representative of the public it serves. Employment equity initiatives focus on removing barriers to employment opportunities for, and ensuring the full participation in the workplace of, four designated groups: women, visible minorities, Aboriginal peoples, and people with disabilities. Work descriptions that are bias-free will support employment equity goals by not introducing or perpetuating barriers against the designated groups.





- **Invisible work brought to light**

The UCS is intended to ensure that employees receive credit for all the work they are required to do. We now recognize that work once regarded as “just part of the job” was often overlooked or under-described. The UCS makes less likely any assumption that “everyone knows how to do that,” so “it isn’t worth mentioning” (particularly in describing work traditionally done by women). It does so through the factors and elements. The factors allow us to examine four aspects of an activity, thereby shining a light on the work from different perspectives. Several of the 16 elements reflect new work values, and thus allow an appreciation of previously invisible work.

- **Pay equity**

The concept of equal pay for work of equal value has had the force of law in the Public Service since 1978. Consistent criteria are required for a comparison of the value of work traditionally done in predominantly female occupational groups with the value of work traditionally done in predominantly male groups. The UCS establishes these criteria through the four factors specified in the *Canadian Human Rights Act*: **responsibility, skill, effort, and working conditions**. By using these four factors as divided into the 16 elements, we can describe work consistently across all occupational groups in the Public Service.

To sum up, you as the work description writer must pay particular attention to the completeness of the work description. Having safeguards in place to ensure all the work is described consistently and in neutral terms can also prevent inappropriate evaluations and their consequences. With the proper care on your part, Public Service work descriptions will be complete, accurate, up to date, and gender neutral.

## **Responsibilities**

**Treasury Board.** The official employer for most Public Service employees is the Treasury Board. On its behalf, the Treasury Board Secretariat (TBS) is responsible for developing, implementing, and “evergreening” (keeping up to date) the Universal Classification Standard for the Public Service of Canada. TBS carries out these responsibilities in consultation with departments, unions and other stakeholders, and has taken into account the requirements of legislation such as the *Canadian Human Rights Act* and the *Employment Equity Act*.



**Managers and Supervisors.** Managers and supervisors are responsible for assigning work to employees. They must also ensure that each position in their organization has an up-to-date work description, that it is of good quality, and that each incumbent is given a copy to review and comment on. Where a manager and an employee disagree about the appropriate way to describe a position, they should consult their human resources advisor.

The responsible manager authorizes the document before sending it for evaluation.

**Employees.** The roles and responsibilities of employees in writing work descriptions vary from department to department, depending on the approach to work description writing each organization chooses. Employees, or groups of employees, are generally asked to provide much of the basic information (details and examples) about the work. The actual writing of the work description, however, may be done by a supervisor, a human resources specialist, a consultant, or a combination of these. *The more involved the employee is in the process of preparing his or her work description, the more comprehensive and accurate it will be.*

In some cases, employees will draft some or all of their own work descriptions. At the least, they will be asked to review and comment on the new work description once it has been drafted. Employees are responsible for reading, seeking clarification, and understanding the contents of their work descriptions. Signing a work description does not necessarily indicate that the employee agrees with the content.

All Public Service employees should take the time to familiarize themselves with the principles and elements of the UCS in this Guide. You do not have to be an expert on the Standard to write a quality work description; rather, you need to have a solid understanding of the work that someone in your position does and be able to describe it in terms of the UCS elements. In this way you will be able to provide accurate and complete information about your work.

**Work Description Writers.** Work description writers are responsible for writing work descriptions that can be easily evaluated, work descriptions that are complete, accurate, up to date, gender neutral—and concise.





## Getting Ready to Write a UCS Work Description

### Purpose

This section introduces you to some key concepts and resources that make it easier to write understandable, complete work descriptions. For example, to write a work description, you should become familiar with the concepts of gender bias and bias against other members of the designated groups. These concepts will help you identify areas of the work that should be described. In addition, this section provides checklists and key information about software and model work descriptions that will help you work faster and more effectively.

### Sources of Bias in Work Descriptions

Many different kinds of blinders can block our attempts to look realistically at work. We don't wear these blinders intentionally, but because of them we can have limited and biased ways of looking at work (and work descriptions). As you write the work description, make sure you don't fall into these traps:

**Gender bias**—any factor or behaviour which, even unintentionally, favours one sex over the other. Gender bias can creep in at any stage of the work description writing and evaluation process. Traditionally, some work has been performed by men while other work has been performed by women, and we have tended to make assumptions about the work involved. The result has often been that we ignore, because we cannot see, the true content of work. One of the results is an inadequate work description.

Gender bias is based on a number of myths and misconceptions about both men's and women's work:

- Men's work is highly skilled and women's isn't.
- Women's work is clean and conducted in ideal environments.
- Men's work involves stress or physical effort and women's doesn't.
- Women's work is routine and straightforward.
- Women do not work with tools and machines.
- Men do not perform women's work.
- Women work for "pin money" or to "keep active."

When writing work descriptions, both men and women need to guard against gender bias constantly. More often than not, it is caused by what is missing rather than what is present in a work description.



Whether you are a woman or a man, it is in your interest to ensure that gender bias is eliminated. You can then report the full range of work that employees do and the conditions under which they do it, so that everyone receives full credit.

**Work Inflation**—a bias in favour of more senior or more complex work.

- Because work is complex or the position is senior, we can fall into thinking that the writing of these work descriptions deserves more attention than the writing of work descriptions for more junior or less complex work. Every work description, no matter the type of work, must be treated the same way to ensure consistency and fairness.

**False Expectations**—assumptions about work.

- For example, that certain work lacks responsibility, cannot be undertaken by persons in the employment equity designated groups, does not require training, or is conducted in safe, calm environments.
- Because stereotypes can lead us to perceive women as being physically weaker than men, or protected from danger by men, we can be blind to the danger, dirt, and physical labour involved in some work that women perform.

**Just part of the job**—a tendency to see certain situations as conditions of employment rather than seeing and valuing the effort required to cope with them.

- When we look at a harried administrative assistant and say to ourselves, “Interruptions and deadlines are just part of the job,” we may be demonstrating bias. If they are part of the job, they should be in the work description.
- When we look at operational work that may be very physical, we can be tempted to overlook the responsibilities, skills, effort, and working conditions that are not purely physical. It is true that this work often does require higher degrees of motor and sensory skill, physical effort, or risk to health. However, we must open our eyes to the need that may also exist in this work for knowledge, for sophisticated problem solving and communication skills, and for complying with standards, providing health and safety services, or acting as a “buddy.” These too are part of the job.
- Similarly, whenever physical or psychological effort is part of the work, it should be in the work description.





**Position titles**—the tendency to assume that a position title actually tells us what is involved in the work.

- Titles may blind us to the true nature of work. Traditionally, more care has been taken in defining male-predominant work. Inadequate titles are often associated with work done mostly by women. Female-predominant work tends to have titles that are broader, vaguer, and more generic than the specific and descriptive titles given to male-predominant work.

**Weak terminology**—the tendency to pick weak words when describing work done by workers lower in the hierarchy.

- For example, we tend to assume workers lower in the hierarchy don't manage, they coordinate. We assume that they assign rather than direct. The best way to remove this blinder is to pick the verbs that most accurately describe the work. (See the list of verbs at Annex A in Part III.)

**Failure to see that work has changed**—an insensitivity toward changes in the way the Public Service does business.

- The federal Public Service now values aspects of work that were not valued before, such as working in teams, keeping up with changing technology, meeting greater demands for information management skills, and serving increasingly demanding clients.

**Confusing individual performance with the work itself**—the assumption that work would require less time and effort if only the person in the position were more competent.

- Work can be described even if a position is vacant. Just assume that a competent performer does it and be realistic.

## **Description Plus!™**

At this point, you might want to take a look at the format and process of work description writing according to the UCS.

Description Plus!™ is a user-friendly computer application designed to help you create work descriptions under the Universal Classification Standard. It provides a framework for creating and sorting the information.

You can find Description Plus!™ at the UCS Intranet site at <http://publiservice.tbs-sct.gc.ca/ucs-ngc> or at the Treasury Board Secretariat site at <http://www.tbs-sct.gc.ca/ucs-ngc>. It has a short User Manual that you can consult on screen or print out on paper.







## General Guidelines for Writing Work Descriptions

Now that you have an idea what a USC work description requires, consider the following broad guidelines. They will give you an overall picture of the entire work description writing process. Later, in Part II of this Guide, you will find specific instructions.

### Your Goal

Your goal is to describe the work, first in terms of Client-Service Results and Key Activities, then by recording the work characteristics according to the 16 elements that are measured under the USC.

- The work description you are writing has no set length, but eight to twelve pages should be enough to describe most work.
- A well-written work description makes significant work characteristics visible. It does not depend on the use of key words or excessive detail to impress. It is complete, precise, and understandable. Remember, even the best evaluation instrument cannot measure work that is not described.
- Observation indicates that people in traditionally female work are generally more apt to under-describe their work, and people in traditionally male work to over-describe it or use “power language.” Finding vocabulary for work that has been overlooked and under-valued can be difficult. Understanding this phenomenon can help you minimize any tendency you may have to under- or over-describe as you strive to provide enough substance to report the work fully. The 16 USC elements and the action verbs in Annex A will also support you in writing bias-free work descriptions.
- The qualities of a work description that ensure gender neutrality—**completeness, consistency, and clarity**—are among the qualities that define a good work description overall.

### Before Writing

- Discuss the requirements of the work with other people. Think about all the various aspects of it. The better you understand the work, the better you will be able to describe it.
- Think too about how the work has changed in recent years. Think about those aspects that have never been included or evaluated. Make sure you include these things and relate them to the appropriate element(s).
- Focus on the work that the incumbent is actually required to do, not what he or she would like to do, or how you think he or she might or should do it in the future.



- Differentiate between the incumbent and the work. The work description is not about the person or how well he or she works. It describes what the work involves, no matter who might be doing it.
- Read “Sources of Bias in Work Descriptions” on page 9 before you begin writing.
- Refer to other work descriptions that have been quality checked and that may contain similarities to the work you are describing.

### While Writing

- First, fill in the tombstone data or identifying information. (See “Writing the Identifying Information” on page 19 below for details.)
- Then, specify the Client-Service Results expected. (See “Writing the Client-Service Results” on page 23 for details.)
- Next, concentrate on the Key Activities required to produce those results. (See “Writing the Key Activities” on page 25 for details.)
- Finally, describe the work in terms of its work characteristics under each element of each factor. (See “Writing the Work Characteristics” on page 27 for details.)

You may fill in the information for each of the four UCS factors and their elements in any order you choose:

- List the *responsibilities* of the position.
- Describe the *skills* needed to *fulfil* those responsibilities.
- Describe the *effort* made to use those skills.
- Describe the *working conditions* in which the work is done.

We recommend beginning with one that you find easy to understand. You don’t have to complete all the elements under a factor before filling in information elsewhere. However, you should review all elements to see if they apply to the work.





## **After Writing**

- Check that the work characteristics are consistent with the Client-Service Results and the Key Activities. Make sure the work characteristics contain all the information required and that none of it is placed under the wrong element. Review your work description with the Work Description Checklist in Annex B to ensure that each element contains all the information required for evaluation under the USC.
- Make sure that your work description contains all the information relevant to the work and is not cluttered with unnecessary detail. It is an advantage to be direct and concise, but never sacrifice completeness.
- Check your work using the spell-check program available in Description Plus!<sup>TM</sup>
- Give copies of your draft work description to people who are familiar with the position to verify its content, and to people who are unfamiliar with it to check for clarity.

## **Model Work Descriptions**

A position is a specific place in an organization to which an employee and a collection of duties and responsibilities are assigned. Most positions in the Public Service have some aspects that are similar to aspects of other positions. For example, positions may have similar managerial functions even though the fields of work are as different as finance, human resources, or communications. A model work description can often address most or all of the work characteristics of several positions.

### **Departmental Model Work Descriptions**

During the UCS implementation phase, departments processed 186,000 work descriptions. Some departments have developed model work descriptions for use within their own organizations. These model work descriptions are available by contacting the human resources operations or functional heads in those departments.

### **Using Model Work Descriptions**

If the work, or some element of it, is identical or similar to the work described in another work description or in a model work description, you may use that other one as a model to write your work description. You may use it as is, or adapt it to reflect the work you are describing more accurately. A model work description may apply to a few positions or many in an organization.



You may use model work descriptions in several ways. For example:

- Select a complete work description to use without modification, when all requirements match the work you are describing.
- Select work characteristics under various elements from several models, when they match and adequately describe the work.
- Combine some work characteristics that you don't need to change with others that you adapt as needed.
- Modify some work characteristics from the models and create new work characteristics for other elements.

Once a model has been altered, the resulting work description needs to be submitted for evaluation.

### **Writing Model Work Descriptions**

Several positions may share the same or similar duties and responsibilities. All these positions would have the same or similar client-service results, key activities, and work characteristics. In these cases, you may decide to prepare a single work description that describes the work of all the positions.

One incumbent, or a representative group of incumbents, and the manager might write the work description. The manager is responsible for ensuring that the resulting work description does, in fact, apply to all the positions.

### **Writing Unique Work Descriptions**

A position is considered unique only when the work required is unlike the work required in any other position in the organization.

While the work may be unique in terms of the key activities, nevertheless one or more of the work characteristics may still be similar to those in certain model work descriptions. Therefore, many positions considered unique can be covered in part by similar or model work descriptions.

In cases where no similarities at all exist, you as the work description writer will be writing an entirely new work description from start to finish.



## **Writing the UCS Work Description**





## Writing the Identifying Information

### Purpose

The *Identifying Information*, or “tombstone data,” for a work description identifies the position being described, its place in the organization, its geographic location, and the language in which the work description is written. It also identifies the name of the person who holds the position and the title of the supervisor.

This information must be complete before the position can be authorized as ready for evaluation.

### A note about signature lines

The print-out of the work description will have signature lines:

- Incumbent’s signature—When signed, this line indicates that the employee who holds the position being described has read the work description and has had an opportunity to discuss it with the supervisor and/or the person who prepared it. This signature does not necessarily indicate that the employee agrees with the work description.
- Responsible manager’s signature—When signed, this line indicates that the responsible manager agrees that the work description accurately represents the requirements of the work.

### Entering the identifying information

The information that identifies the position is arranged on the screen as in the figure below.



Figure 2: Description Plus!<sup>TM</sup>

Enter the identifying information using your mouse to place the cursor at the beginning of each field.

- Enter the incumbent's **Family name**, **Given name**, and **Personal Record Identifier (PRI)**.
- **Security clearance.** Click on the arrow in this field to see a drop-down menu that contains the different levels of security clearance. Select the level that identifies the security classification of the position. If you do not know what it is, ask the supervisor.
- Use the two **Position title** fields to identify the title of the position being described in both official languages. Both are required.



A note about position titles:

- The position title (often referred to as a “job title”) is a short, descriptive phrase. It should identify a position by the kind of work performed and capture the primary purpose of the work. Current position titles may not meet these criteria, so new position titles may need to be created.
  - Review and modify position titles if necessary. Although work will not be evaluated based on the title, care should be taken in selecting one to avoid introducing bias. Choose position-specific titles that describe the activity undertaken and are gender neutral. They should help identify the responsibilities of the position within the organization rather than its place within the hierarchy.
  - Changes to position titles should be vetted by the manager and the departmental classification officer to make sure that changes do not have unintended repercussions. In several organizations, precise position titles are linked to the delegated authority to perform certain functions.
  - In cases where several identical positions are being described, give the same title to each.
- **Position number** controls the file name when you save the information. If you do not know the position number, ask the supervisor. The position number field cannot have more than 10 characters.
  - Enter the names of the **Section, Division, and Branch**.
  - **Department/Agency**. Click on the arrow to see the drop-down menu and choose the appropriate name.
  - **Geographic location** opens up a separate dialog box that lets you choose a region and displays a list of cities in that region. Select the city you want and click **OK**.
  - **Departmental use**. This field provides space for additional information that could be pertinent, such as whether the position is rotational or seasonal.
  - **Language of the Work Description(s)** identifies the language you are using to write the work description. Choose one.
  - **Language requirements**. This field identifies the language profile of the position you are describing. Click on the arrow to see the drop-down menu which contains the list of possible requirements for a position. If you do not know the language profile of the position, ask the supervisor.

- At the bottom, enter the **Position title** and **Position number** of the immediate supervisor.

Once you have completed the basic information, double-click on the Save button. You may then proceed to the next screen by clicking on the Next button [>>>]. Begin entering information about the Client-Service Results, Key Activities, or any of the various elements by double-clicking on the item you select.





## Writing the Client-Service Results

### What are Client-Service Results?

*Client-Service Results* are products or services or a combination of the two that the position provides as its part in helping the organization achieve its purpose. Client-Service Results are the *results of activities* that make up the work, *not* the activities themselves. Formulating the Client-Service Results of the position sets the tone for the rest of the work description by providing context—why the position exists and what it is designed to accomplish. Such a framework will make it easier for you to identify the requirements of the work that the various work characteristics describe.

Only the actual characteristics of work are evaluated by the UCS. (See “Writing the Work Characteristics.”) Client-Service Results receive no rating. But, as part of the entire work description, they are used for allocating the position to an occupational group and for determining designation or exclusion status.

### Describing the Client-Service Results

The Client-Service Results statement has two components:

1. a phrase describing the primary **product(s) or service(s)** that the position provides and
2. a phrase describing the **client** to whom or for whom the products or services are provided.

### Tips

In describing the **products or services** that make up the Client-Service Results:

- Describe them as the end result of an activity, not the activity itself.
- Use noun phrases to describe them, as in the following examples:

- ☐ Property management services
  - ☐ Administrative services
  - ☐ Investigative services
  - ☐ Ship's maintenance services
  - ☐ Compensation services and advice
  - ☐ Parts design and production services
  - ☐ Drafts of new legislation
  - ☐ Building and ground maintenance services
  - ☐ Policy and compliance reviews
  - ☐ Arc welding services
  - ☐ Litigation support services
- Keep it simple. Avoid the use of verbs, adjectives, and adverbs (for example, say reports, not *monthly* reports) and any words that could label the work in a gender-stereotyped way (for example, *Secretarial support services*).

In describing the **client(s)** for the products or services provided:

- Realize that we all have clients of one sort or another. They may be outside the government or inside, in another department or in our own office. A client can be a person or group of people (but not a thing).
- Client(s) may be:
  - ☐ An immediate supervisor
  - ☐ Colleagues in a work unit
  - ☐ Employees and managers of a whole organization
  - ☐ The general public
  - ☐ A segment of the general public
  - ☐ A group of people who make up a case load (as found in the world of career counsellors, doctors, physiotherapists, compensation advisors, and others).
- Ask yourself who is the person or group of people who benefit directly from the work, or who ask for and receive the services or products provided.

In describing **Client-Service Results** in general:

- Do not use the mission statement or mandate of the organization as your Client-Service Results statement.
- It is possible to have more than one Client-Service Result, that is, more than one product or service and/or more than one client.
- One or two statements should be sufficient. If you need more because the position has a number of clients or products, feel free to include them.



## Writing the Key Activities

### What are Key Activities?

**Key Activities** are the activities the incumbent must perform to deliver the Client-Service Results—activities without which the Client-Service Results would not be possible.

You will know that an activity is “key” because of its importance to producing the Client-Service Results. Sometimes an activity will be important in terms of its impact on the client or on the product itself, and it may be one that takes up most working time.

Only the actual characteristics of work are evaluated by the UCS. (See “Writing the Work Characteristics.”) Key Activities receive no rating. But, as part of the entire work description, they are used for allocating the position to an occupational group and for determining designation or exclusion status.

### Describing Key Activities

Identifying the Key Activities is a two-step process. Using the list of products and services that you made for the Client-Service Results:

- First, list the activity that the incumbent undertakes in producing these products or services. Using verbs to describe the activities, list everything the incumbent does in carrying out the work. State only what he or she does, not why or how. Select only activities, not steps or tasks.

Your list serves two purposes—it helps you to start thinking about the work, and it will help alleviate any concerns that you may have about forgetting something.

- Second, pick the major activities that produce what you have identified as the Client-Service Results.

After you have finalized the Key Activities, retain your original, longer list. You may find it useful as you begin to write the work characteristics.

Another way to formulate your Key Activities statements is to answer the following questions:

- What is the most important work that the incumbent does?
- What does he or she spend most time doing?

These may not be the same.



## Tips

- Key Activities are the *what* of the work, not the *how*. They are not steps or tasks; they are the main activities of the work that lead to the Client-Service Results.
- You do not need to identify the clients again in the Key Activities section.
- State the circumstances or context of the activity only if the activity might be misunderstood.
- One statement for each of the Key Activities should be sufficient. While there is no fixed number of Key Activities, five or six should be enough to describe most work.
- Choose your verbs carefully. If you need inspiration, consult Annex A for a partial list of verbs that may apply to the work you are describing.
- Use only essential adjectives or adverbs (for example, write: *Negotiates international contracts*. Do not write: *Negotiates good international contracts*).
- Use terms and language that are clear and easily understood. Avoid jargon and acronyms. If you must use terminology that might not be familiar to everyone, or might be misunderstood, explain it in a footnote.
- Review these Key Activities continually as you write the work characteristics to ensure that the work characteristics and the key activities are consistent with each other.



## Writing the Work Characteristics

### Purpose

This section provides you with the information you need to describe work according to the 16 elements that make up the four UCS factors: responsibility, skill, effort, and working conditions.

### In this section

Under each of the 16 elements, you will find:

- a summary description of the element, as it is written in the Standard;
- a list of the items that you must include in your description of each work characteristic; and
- tips that will help keep you on track.

The order in which the elements are organized and presented is not related to their value. Nor does it matter in what order you describe them. If you are having difficulty describing a particular element, we recommend moving on to another until you find one that you are comfortable with. Once you are familiar with the process, you may find it easier to go back to the more challenging one.

Below are some general tips that apply to writing the work characteristics of all 16 elements.

1. Use the Rating Scales in the *Universal Classification Standard 2.0: Factors and Elements* to see how the information you provide will be used to evaluate the work. This resource will help you write the work characteristics so that they are complete and understandable.
2. Consult the *Supplementary Application Guidelines* for advice on interpreting the UCS and applying it to the work description you are writing.
3. When defining the work characteristics for each element, link the various characteristics or requirements of the work to the Client-Service Results and the Key Activities.
4. Formulate complete, accurate, and clear statements. Avoid overly long sentences. It is better to write several short statements than a long, confusing paragraph that risks being misunderstood or misinterpreted.

5. Choose the active voice and the most direct verb [for example, *Writes work descriptions*, rather than *Work descriptions are written* (passive voice) or *Prepares written work descriptions* (indirect)].
6. In defining or valuing the work, avoid adjectives such as basic, simple, general, routine. Reading, communicating, doing arithmetic, interacting with customers, or exercising leadership skills are not basic or routine. Define the actual activities. They should be fully described.
7. Avoid jargon, acronyms, initialisms, and unusual or complicated words. The people who will evaluate the work description must be able to get an accurate picture of the requirements of the work, even if they are not familiar with it.
8. Do not give examples of the work to clarify work requirements. If you absolutely must include examples, select them carefully to ensure they are typical of the work requirements. Keep them brief.
9. Ask yourself constantly if you are forgetting anything. Much work is not described because people consider certain skills to be personal traits, or second nature, or because they have become used to certain situations. Think twice about skills you attribute to common sense. These may simply have become internalized after many years of use. Are they requirements of the work?
10. Do not state personal abilities and qualifications. Focus on the client being served by the work rather than on the incumbent.
11. Use the Checklist in Annex B to verify that you are including all the information required for each element.





## Element 1: Information for the Use of Others

### Element Description

*Information for the Use of Others* measures the **extent** and **impact** of responsibility for information that is used by others.

### Describing the Work

For each work characteristic under the *Information for the Use of Others* element, you must record these four pieces of information:

- a description of the responsibility—what the incumbent does to or with the information;
- the type of information that the incumbent has responsibility for;
- who the information is intended for—the client or user of it; and
- how the information will be used.

#### Be sure to include:

- responsibility for the *content* of information only, not its form. For example, the content of a file is information, whereas the file itself is a physical asset.
- any responsibility for planning and coordinating the preparation and flow of information.
- more than one work characteristic, if applicable. Feel free to include a work characteristic for each different type of responsibility for information that the incumbent has. Write as many as you need to describe the work fully.

### Tips

1. Describe only information that is used by other people. Users of information may be inside or outside the Public Service.



2. To distinguish between responsibility for *Information for the Use of Others* and responsibility for *Physical Assets and Products*:
  - describe uncomplicated mail handling and delivery or registry (filing) responsibilities under *Physical Assets and Products*; however, responsibility for reading mail and/or files to determine appropriate action or allocation is described here, as are indexing and classifying files when the incumbent must select a procedure or action.
  - describe the responsibility for storing, disposing of, or archiving information under *Physical Assets and Products*, **not** under *Information for the Use of Others*.
  - if the incumbent is responsible for storing copies of publications or filling orders for additional copies of publications, describe the responsibility under *Physical Assets and Products*. If, however, he or she is responsible for answering enquiries about a particular subject, by working, for example, at a help desk, an information office, a reception desk, or a 1-800 line, describe it here.
  - if the incumbent has a responsibility for planning, preparing, or coordinating the agendas and minutes of meetings, conferences, or symposia, describe it here. However, if the incumbent is responsible for making the *arrangements* for conference or meeting facilities and equipment, describe this work under responsibility for *Physical Assets and Products*.
3. To distinguish between responsibility for *Information for the Use of Others* and responsibility for *Money*:
  - describe the requirement to give information or recommendations on financial or budgetary issues under *Information for the Use of Others*. Different aspects of this work requirement may be described under the *Money* element as well; the responsibilities may be described under either or both elements.<sup>1</sup>
  - describe the requirement to type and transmit journal vouchers, requisitions for supplies, or work orders under *Information for the Use of Others*, not under the *Money* element.<sup>2</sup>

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<sup>1</sup> Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG), p.5, #8.

<sup>2</sup> SAG, p.5, #9.



4. To make fine distinctions around occupational safety and health<sup>3</sup>:
  - describe the responsibility for developing or disseminating safety-related **information**, such as providing weather forecasts or drug information to external clients, under *Information for the Use of Others*.
  - describe the responsibility for **information** on health and safety for an organization under *Information for the Use of Others*, but describe other aspects of these work characteristics under the *Physical Assets and Products* and *Ensuring Compliance* elements.
  - describe the responsibilities for **providing information** that has an impact on health or safety under *Information for the Use of Others*, but where a **leadership** role exists, that is, where the incumbent has a responsibility for occupational safety and health in the workplace for subordinates and others, describe the responsibility under the *Leadership of Human Resources* element.
5. Describe the requirement to write computer application design specifications or conduct systems analyses under *Information for the Use of Others*.<sup>4</sup>
6. Watch out for work characteristics associated with functional training and supervision. You may describe them under the *Information for the Use of Others* element or the *Leadership of Human Resources* element depending on the situation<sup>5</sup>:
  - where the work involves responsibility for providing technical expertise so that, for example, another can define and carry out a process or procedure or develop a policy, describe it under *Information for the Use of Others*.
  - where the work involves responsibility for individual or team performance, describe it under *Leadership of Human Resources*. Note that some work can have responsibility for both.
7. The responsibility to provide information in specific subject matter areas (finance, health and safety, compensation) is always described under *Information for the Use of Others* and **not** under the related element (for example, *Money* in the case of financial information, or *Well-being of Individuals* in the case of health and safety info).

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<sup>3</sup> *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.6, #12.

<sup>4</sup> *SAG*, p.5, #10.

<sup>5</sup> *SAG*, p.5, #11.





8. The responsibility for developing policies, standards, processes, practices, etc. is always described here under *Information for the Use of Others* even if they are ultimately applied elsewhere, for example, in the domains of health (*Well-being of Individuals*), finance (*Money*), regulation (*Ensuring Compliance*), etc.
9. If the incumbent works with any legislation or standards and if he or she changes or modifies their content or provides advice and interpretation to others on their application, then that incumbent is responsible for information.
10. Check for linkages among different elements. For example, responsibility for *Information for the Use of Others* may be linked to responsibility for the *Well-being of Individuals*, *Ensuring Compliance*, *Contextual Knowledge*, and *Communication*.
11. Describe the purpose of the information. Who is its intended audience, and what will the information do for them?



## Element 2: Well-being of Individuals

### Element Description

*Well-being of Individuals* measures direct responsibility for supporting the health and development of individuals and for helping them to function better in their environment and in Canadian society. This responsibility includes protecting them from harm and providing for their welfare.

### Describing the Work

For each work characteristic under the Well-being of Individuals element, you must record these three pieces of information:

- a description of the responsibility—the type of service(s) the incumbent is obliged to provide: counselling, health care, physical protection, etc.;
- the person or people receiving this service: patients, veterans, benefits recipients, co-workers, etc.; and
- the personal need of the recipient that the service fulfils.

#### Be sure to include:

- the greatest responsibility where the incumbent has more than one responsibility for the well-being of others, regardless of the time it takes and excluding rare or chance circumstances.
- only responsibilities that meet *the personal needs* of individuals. Such responsibilities would involve a person-to-person relationship and would require the incumbent to provide direct, individualized service.

### Tips

1. Do **not** include the following responsibilities under responsibility for the *Well-being of Individuals*:
  - developing programs, policies, or standards directed at broad groups of people or caregiving staff and/or making this knowledge available to others. Describe these responsibilities under *Information for the Use of Others*.
  - carrying out responsibilities associated with the incumbent's staff, such as ensuring an appropriate work environment for staff. Describe this responsibility under *Leadership of Human Resources*.
  - ensuring that policies or standards have been met. Describe this responsibility under *Ensuring Compliance*.



- handling the voluntary responsibility of floor emergency officer in your workplace. This work is not rated under the UCS.
- 2. Describe the responsibility for acting as a “buddy” under this element. Remember that acting as a buddy must be a requirement of the work and must have formal sanction. The responsibility for acting as a buddy is not always reciprocal; only the position with responsibility for ensuring the safety or well-being of a buddy is to be described here.
- 3. Ensuring the safety of others by operating equipment safely and diligently is behaviour expected of all employees. Do not describe it under responsibility for the *Well-being of Individuals*. You can, however, describe the responsibility for the equipment under *Physical Assets and Products*.
- 4. Distinguish between providing information and providing counselling, and describe any counselling the incumbent provides here. Counselling involves providing service based on an individual’s personal situation within a formal context, resulting in a tailor-made solution or individualized treatment plan.
- 5. Check for linkages among different elements. For example, *Well-being of Individuals* may be linked to *Information for the Use of Others*, *Leadership of Human Resources*, *Contextual Knowledge*, *Communication*, *Psychological/Emotional Effort*, *Work Environment (Psychological)*, and *Risk to Health*.





## Element 3: Leadership of Human Resources

### Element Description

*Leadership of Human Resources* measures responsibility for leading people who are working to achieve the goals of the Public Service of Canada.

### Describing the Work

For each work characteristic under the *Leadership of Human Resources* element, you must record these three pieces of information:

- description of the responsibility—the activity the incumbent carries out in leading people;
- the person or people he or she leads (colleagues, subordinates, project teams, etc.); and
- whether the incumbent shares the leadership responsibility.

#### Be sure to:

- include at least one statement about leadership. Every position in the Public Service has some responsibility for leading people, although some responsibilities may be minimal.
- include any responsibility for planning and coordinating the work of people involved in conferences, meetings, committees, and workshops, if applicable.
- ensure that no responsibility for leading human resources included in these work characteristics might be construed to imply that an employee-employer relationship exists between the Public Service employee who is the incumbent of the position and anyone who is not a Public Service employee. For example, it is appropriate to include responsibility for *scheduling, assigning, or monitoring the work of employees* or *scheduling, assigning, or monitoring the deliverables of contractors*. However, responsibility for *scheduling, assigning, or monitoring the work of contractors* could be construed as creating an employee-employer relationship. Consult with your Legal Services representative if you require further information.



## Tips

1. Responsibility for *Leadership of Human Resources* includes a full range of responsibilities affecting the work done by other people and is **not** limited to the direct supervision of staff.
2. The number of people for whom the incumbent provides leadership does not matter.
3. Consider all work environments (for example, same location or off-site) and circumstances (for example, sole or shared responsibility).
4. Where the incumbent shares responsibility for leadership, consider each position to have the same degree of responsibility unless each is specified and different. Shared responsibility includes such activities as working in self-directed teams and participating in collegial decision-making.
5. *Leadership of Human Resources* includes the responsibility for:
  - heading interdepartmental committees or public consultation groups;
  - planning or co-ordinating activities of people involved in meetings, conferences, symposia, etc.;
  - showing new employees how to use a computer or where to find things in the office;
  - participating in a self-directed work team; and
  - ensuring the health and safety of your staff.
6. *Leadership of Human Resources* does **not** include:
  - delivering formal training and classroom teaching. Describe these responsibilities under *Information for the Use of Others*.
  - being required to participate in meetings to provide expertise or advice that will be used to make recommendations or solve a problem. Describe this responsibility under *Information for the Use of Others*.<sup>6</sup>

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<sup>6</sup> *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.14, #4.



7. Describe functional training or supervision under *Leadership of Human Resources* and/or *Information for the Use of Others*. Where the work involves responsibility for providing technical expertise so that, for example, another can define and carry out a process or procedure or develop a policy, describe it under the *Information for the Use of Others* element. Where the incumbent has an assigned responsibility for the individual(s), describe it under *Leadership of Human Resources*.<sup>7</sup>
8. Check for linkages among different elements. For example, responsibility for *Leadership of Human Resources* may be linked to the responsibilities for *Well-being of Individuals* and *Money*.

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<sup>7</sup> *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.15, #8.







## Element 4: Money

### Element Description

**Money** measures responsibility in the work for the stewardship and comptrollership of financial resources. The responsibility falls into three areas: planning and controlling, acquiring funds, and spending funds. The element values these responsibilities according to the worker's latitude to take action and make decisions within the federal policies, guidelines, and regulations that govern the management of funds.

### Describing the Work

An incumbent may have responsibility for one, two, or all three areas. For each work characteristic under each of the three areas of the *Money* element, you must record these four pieces of information:

- a description of the responsibility— what the incumbent does with money (for example, collects, measures, recommends, spends);
- the type of financial resources in question (for example, appropriations, cash, cheques, credit cards, revenues);
- the latitude (degree of freedom) for decision-making and the guidelines or policies that influence actions; and
- the risk involved, whether it is high, medium, or low risk.

#### Be sure to:

- describe the work separately under the three sub-elements of *Planning and Controlling*, *Acquiring Funds*, and *Spending Funds*.
- describe the greatest responsibility encountered in the work in each area where more than one responsibility exists, excluding rare or chance circumstances.

### Tips

1. The incumbent may have some responsibility for *Money* even with no formal signing authority under the *Financial Administration Act*. Check the list of activities to see if any apply to the work you are describing.
2. The amount of money involved doesn't matter. Nor does the frequency of the money-related activities.



3. Where responsibility for money is shared, each employee is considered to have the same degree of responsibility, unless otherwise specified.
4. Where the incumbent has leadership responsibilities with contractors or consultants and also has a responsibility either to recommend or to approve payment of an invoice that the contractor or consultant submits, report the responsibility under *Spending Funds*. (Note the link here to *Ensuring Compliance*.)
5. To distinguish between responsibility for *Money* and responsibility for *Information for the Use of Others*:
  - remember that responsibility for *Money* does not include responsibility for the creation of policy on money. Describe this responsibility under *Information for the Use of Others*.
  - describe completing time sheets under *Information for the Use of Others*. However, describe completing time sheets *and* calculating costs (as in tracking one's own billable time) as cost recovery under *Acquiring Funds*.<sup>8</sup>
  - describe the requirement to give information or recommendations on financial or budgetary issues under the *Information for the Use of Others* element. Different aspects of this work requirement may be described under *Money* as well: the responsibilities may be described under either or both elements.<sup>9</sup>
  - describe the requirements to type and transmit journal vouchers, requisitions for supplies, or work orders under the *Information for the Use of Others* element, not under *Money*.<sup>10</sup>
6. Check for linkages among different elements. For example, responsibility for *Money* may be linked to responsibility for *Information for the Use of Others*, *Leadership of Human Resources*, and *Physical Assets and Products*.

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<sup>8</sup> *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.21, #12.

<sup>9</sup> *SAG*, p.21, #14.

<sup>10</sup> *SAG*, p.21, #15.





## Element 5: Physical Assets and Products

### Element Description

*Physical Assets and Products* measures direct responsibility for the custody, use, production, maintenance, repair, protection, and disposal of physical assets used, and products created, in doing the work. It also measures responsibility for making arrangements for facilities, equipment, and materials for conferences and events. Both **purpose** and **impact** are measured.

### Describing the Work

For each work characteristic under the *Physical Assets and Products* element, you must record these five pieces of information:

- a description of the responsibility for the physical asset or product;
- the type of physical asset or product involved;
- the purpose of the physical asset or product;
- the person or people who use the physical asset or product; and
- the ease or difficulty of replacing it.

#### Be sure to:

- focus on the normal work responsibilities. Do not consider rare or exceptional responsibilities for an asset or product.
- include the responsibility for making arrangements for facilities, equipment, and materials for meetings, conferences, and events, if applicable.

### Tips

1. Physical assets and products are any tangible items that have value. They can be very small, even microscopic, or they can be quite large, such as buildings or parks.
2. Physical assets and products are physical in nature. Differentiate between information (for example, letters, reports) and products (for example, computers, lab specimens).



3. When you are describing work responsibilities related to computers, consider the following:
  - databases serve the same purpose as filing cabinets, and so are described under this element. Note, however, that their controls are described under *Information for the Use of Others*. If a data bank can be copied electronically or printed as a hard copy, consider it replaceable.
  - responsibility for software as a tool comes under this element.
  - responsibility for coding computer programs (computer programming) falls under this element.<sup>11</sup>
4. Describe the responsibility for disposing of and archiving information under this element.<sup>12</sup>
5. When describing the difficulty of replacing a physical asset or product, consider its fragility or vulnerability, its rarity, the rapidity with which it can be replaced or fixed, and its financial value (but only insofar as its financial value affects its replacement).<sup>13</sup>
6. Describe responsibility for ensuring that policies or standards have been met under the *Ensuring Compliance* element, not here.<sup>14</sup>
7. Check for linkages among different elements. For example, responsibility for *Physical Assets and Products* may be linked to responsibility for *Information for the Use of Others*, *Money*, and *Ensuring Compliance*.

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<sup>11</sup> *Universal Classification Standard (UCS) 2.0*, p.25, #8.

<sup>12</sup> *UCS 2.0*, p.25, #7.

<sup>13</sup> *UCS 2.0*, p.24.

<sup>14</sup> *UCS 2.0*, p.25, #10.



## Element 6: Ensuring Compliance

### Element Description

*Ensuring Compliance* measures the responsibility in the work for making decisions about compliance with government-accepted standards, guidelines, regulations, and legislation and for taking appropriate action to foster and enforce such compliance.

### Describing the Work

For each work characteristic under the *Ensuring Compliance* element, you must record these six pieces of information:

- a description of the responsibility—the work done and/or the decisions required to ensure compliance;
- the person, people, or organization that must comply—a single department or agency, a particular segment of society (which could include the Public Service as a whole), or the public at large;
- the name of the legislation, regulation, standard, or procedure for which the incumbent ensures compliance;
- the authority or guidance that the incumbent refers to when taking action or making decisions (for example, authority based on policies or regulations);
- whether or not responsibility is shared—whether the incumbent acts alone or must consult a higher authority before taking action; and
- the potential impact of these actions or decisions.

#### Be sure to take into account:

- For the purpose of *Ensuring Compliance*, “standards” are defined as formal, recognized, or generally accepted parameters or criteria. These parameters are substantive, recognized procedures or rules, whether written or understood, whether Public Service-wide or unique to the work unit, whether mandated by legislation or not.<sup>15</sup>

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<sup>15</sup> *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.32, #3.



- For the purpose of *Ensuring Compliance*, “taking action” refers to making and carrying out decisions or recommendations about compliance. These activities may include monitoring or reporting on compliance, halting operations, granting authorities permission, or giving official confirmation of compliance.<sup>16</sup>

## Tips

1. This element refers to instances where the incumbent must make people (not things) comply with something. For example, if the incumbent is responsible for quality control on shipments of bricks, describe the work as ensuring that manufacturers comply with the appropriate established standards.
2. Describe a responsibility even if it is shared. Many employees do not act alone. Think about the different roles they play as they work together to carry out responsibilities for regulatory activities.
3. Describe any responsibility for quality control or verification of the work of colleagues.
4. Responsibility for *Ensuring Compliance* does **not** include ensuring the health and safety of human resources. Describe this responsibility under *Leadership of Human Resources*.
5. To distinguish between *Ensuring Compliance* and *Leadership of Human Resources* when describing activities aimed at helping colleagues improve their work:<sup>17</sup>
  - describe work that entails reviewing the work of colleagues in a work unit here under *Ensuring Compliance*. If it is an extension of coaching or on-the-job training responsibility, describe it under *Leadership of Human Resources*. If it is part of a more formal training role, describe it under *Information for the Use of Others*.
  - describe the responsibility for monitoring the performance of subordinate staff, or people on personal or professional services contracts, under *Leadership of Human Resources*.

<sup>16</sup> *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.32, #4.

<sup>17</sup> *SAG*, p.34, #11.

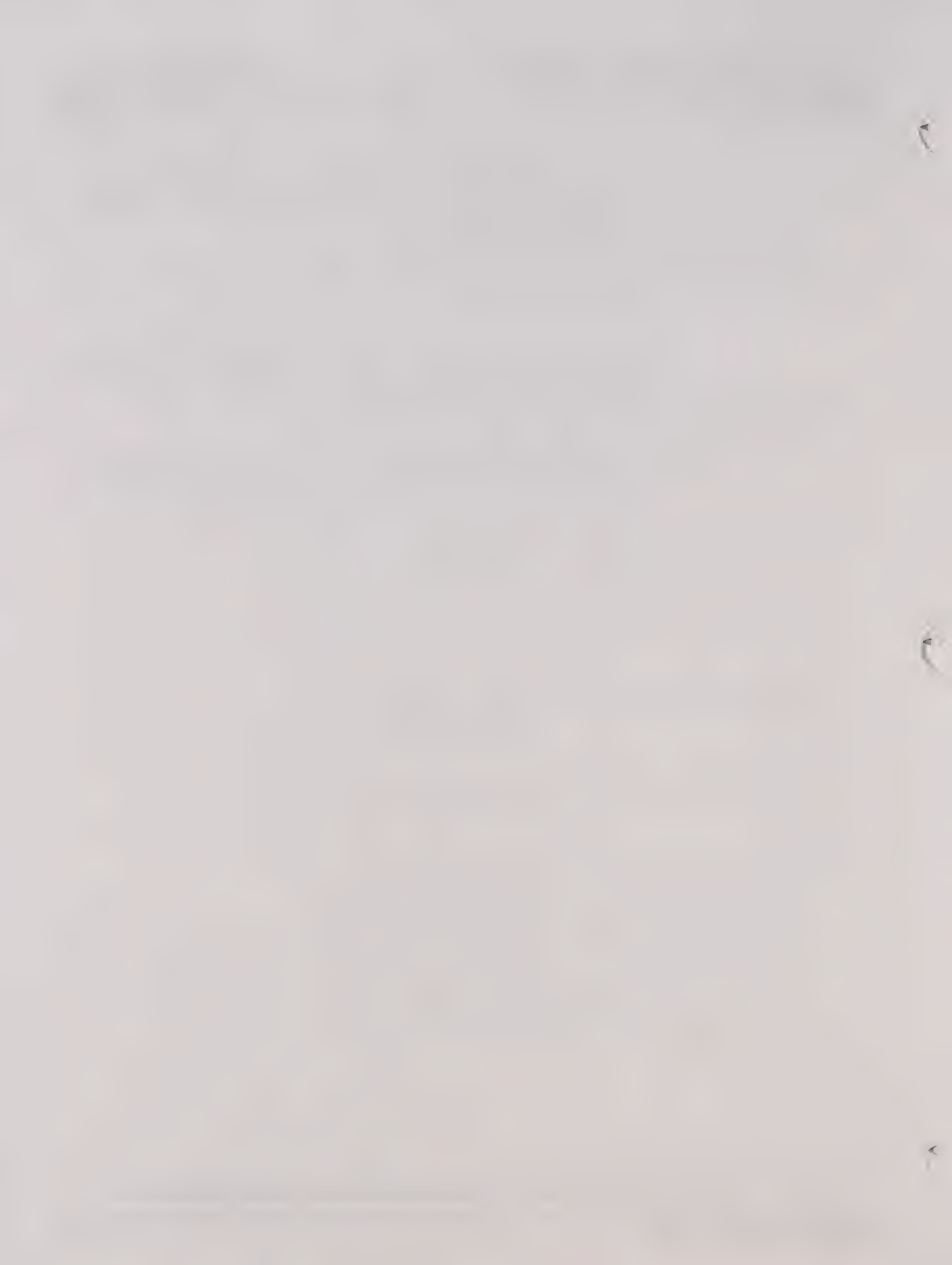




- also describe responsibility for monitoring the performance of volunteers under *Leadership of Human Resources*, provided that the volunteers are performing functions for which someone is exercising leadership responsibilities.
6. Describe activities related to formal mediation, conciliation, and arbitration here.
  7. Describe under *Ensuring Compliance* work that *reviews* policies, procedures, and standards for compliance with government requirements. But describe the *development* of policies, procedures, and standards under *Information for the Use of Others*.<sup>18</sup>
  8. Check for linkages among different elements. For example, *Ensuring Compliance* may be linked to *Information for the Use of Others*, *Physical Assets and Products*, *Contextual Knowledge*, and *Communication*.

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<sup>18</sup> *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.34, #13.





## Element 7: Job Content Knowledge Application

### Element Description

*Job Content Knowledge Application* measures the **depth** and **breadth** of the knowledge required to perform the work. Knowledge includes concepts, methods, practices, principles, procedures, processes, techniques, and theories. Knowledge can be acquired through training, education, or experience, or it can be the result of a natural ability.

### Describing the Work

For each work characteristic under the Job Content Knowledge Application element, you must record these three pieces of information:

- each skill set or unrelated area of expertise needed to do the work (breadth of knowledge);
- the degree of specialization or expertise required for each unrelated area of expertise (depth of knowledge); and
- why the knowledge is needed or how it is applied.

#### Be sure to consider:

- the knowledge requirements in this element are those that are “portable,” that is, knowledge that can be applied in any work environment (public or private sector) and that is not unique to federal Public Service work. Work requirements unique to the federal Public Service are described under *Contextual Knowledge*.
- how the knowledge is used.

### Tips

1. To identify fully all the *Job Content Knowledge Application* requirements for the work, think about whether someone could be hired for the position without some kind of:
  - specialized training, aptitude, or experience;
  - skills learned in the workplace or through previous on-the-job training;
  - knowledge of how to work with tools or specialized equipment;
  - complex work methods;
  - specialized area(s) of expertise; and



- ability to choose one method, technique, or practice over another according to set standards or practices.
- 2. List the knowledge needed to do the work, not the incumbent's personal educational background. Do not specify a particular level of education.
- 3. Some work requires a little knowledge about many things, while some work requires a lot of knowledge about one or two particular subjects. If several skill sets are required, list them all, no matter how they may have been acquired and even if they are used only occasionally.
- 4. *Job Content Knowledge Application* may include general knowledge about a subject area, including knowledge of principles, theories, specific procedures, methods, techniques, and practices. *Job Content Knowledge Application* is not necessarily the result of formal education.
- 5. Use this element to describe the kind of knowledge someone would need to be appointed to the position: organizational or supervisory skills, Foreign Service officers' training, knowledge of library sciences, or knowledge of how to operate different kinds of motor vehicles, for example.
- 6. Check the Key Activities section of the work description. List the knowledge needed to perform activities listed there.
- 7. Consider the skill needed to apply knowledge when performing activities such as analyzing, caregiving, collaborating, co-ordinating, constructing, consulting, fixing, interpreting, organizing, providing service, researching, synthesizing, and troubleshooting.
- 8. Check for linkages among *all* the other elements, especially *Information for the Use of Others*, *Contextual Knowledge*, *Communication*, and *Intellectual Effort*.





## Element 8: Contextual Knowledge

### Element Description

*Contextual Knowledge* measures the degree to which the work requires knowledge of people, organizations, external circumstances, and legislation and regulations. It measures the **depth** and **breadth** of the required knowledge.

### Describing the Work

For each work characteristic under each separate area of the *Contextual Knowledge* element, you must record these two pieces of information:

- the contextual knowledge the incumbent requires about:
  - his or her own work unit,
  - his or her department,
  - other departments,
  - the Canadian private and public sectors,
  - the international private and public sectors, and
  - any legislation and regulations related to the work.
- the work the incumbent does with that knowledge.

#### Be sure to take into account:

- *Contextual Knowledge* is usually acquired on the job. It is what the incumbent needs to know, or needs to learn, to do the work once appointed. It is knowledge that the incumbent would not necessarily need if he or she were to move to a new position in a new organization.
- It does not matter whether the incumbent uses contextual information daily or once a year. If he or she needs it, describe it.



## Tips

1. A “work unit” is defined as the colleagues, supervisor, and subordinates the incumbent works with regularly, regardless of whether all are in the same location. No common or consistent definition of work unit applies across the Public Service.
2. The incumbent may not need the same degrees of contextual knowledge about different things. For example, the work may require a greater knowledge of the operations of another department or organization than it does of the work unit.
3. *Contextual Knowledge* does **not** include knowledge of the legal theories and principles on which acts and regulations are based. Describe this knowledge under *Job Content Knowledge Application*.
4. Think about the various links between *Job Content Knowledge Application* and *Contextual Knowledge*. For example:
  - if the incumbent needs only a general awareness of a subject, such as the degree of knowledge that the average employee needs about collective agreements and health and safety in doing day-to-day work, describe it under this element only.
  - however, if the position requires specialization in collective agreements, for example, then describe the knowledge needed about them here under *Contextual Knowledge* and the expertise to interpret collective agreements and precedents under *Job Content Knowledge Application*.
5. Check for linkages among different elements. For example, *Contextual Knowledge* may be linked to *Information for the Use of Others, Well-being of Individuals, Physical Assets and Products, Ensuring Compliance*, or *Job Content Knowledge Application*.



## Element 9: Communication

### Element Description

*Communication* measures the skills required in the work to convey and receive messages. Both **communication in** (receiving messages and understanding others) and **communication out** (conveying messages and making oneself understood) are measured.

### Describing the Work

For each work characteristic under each area of the *Communication* element, you must record these three pieces of information:

- the particular communication skill the incumbent requires to understand others or to make him- or herself understood;
- the person or people with whom the incumbent communicates; and
- the challenge or difficulties related to communicating with those individuals.

#### Be sure to:

- define these particulars first under the heading **Communication Out** to describe the requirement for the incumbent to express him- or herself; then repeat the process under the heading **Communication In** to describe the requirement for the incumbent to understand the intentional or unintentional messages of others. These are often two separate activities requiring two separate sets of skills.
- take into consideration that all work requires communication. Describe all the communication skills the incumbent is required to use, even if they are used only occasionally.

### Tips

1. This element has two facets: the requirement to convey messages to others and the requirement to interpret the messages of others. The skill required to translate complex ideas into simple terms for lay people or novices is described under this element, as is the skill needed to explain the complexity underlying apparently simple ideas. Equally important is the skill required to understand and interpret messages that are not always clear, or that may have subtle or hidden meanings.



2. Describe work requiring interactions (discussions, negotiations, obtaining information, etc.) under both Communication In and Communication Out.
3. When describing communication skill requirements, consider that communication between individuals has an **explicit** component (spoken or written words, pictures, graphical work, photos, codes) and an **implicit** component (underlying themes or ideas or non-verbal cues).

The implicit component is how something is said or written as opposed to what is said or written. Both spoken and written interaction can include an implicit component that needs to be interpreted (for example, tone, choice of words, use of language, body position, eye contact, hand gestures, facial expression).

4. Describe the communication skill the work requires, not the capabilities or attributes of the individual doing the work.<sup>19</sup>
5. Do not confuse *Communication* with *Information for the Use of Others* or *Intellectual Effort*.<sup>20</sup> *Communication* is the *Skill* of articulating and delivering information as messages and receiving and appropriately interpreting messages.
  - *Information for the Use of Others* is the *Responsibility* for information, for the shaping or changing of the content of the information.
  - *Intellectual Effort* is the *Effort* associated with solving problems and analyzing the information contained in the messages.
  - *Communication* is a skill separate from the information you are communicating or the effort that it takes to interpret the content.
6. *Communication* does **not** include:
  - knowledge of an official language of Canada;
  - knowledge of a third language (including sign language).

These are not covered under UCS. If you are describing the work of a translator or interpreter, describe the skills to do this work under *Job Content Knowledge Application*.

<sup>19</sup> Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG), p.49, #2.

<sup>20</sup> SAG, p.50, #5.





7. Check for linkages among different elements. For example, the skill of *Communication* may be linked to the responsibility for *Information for the Use of Others* and *Well-being of Individuals*.





## Element 10: Motor and Sensory Skills

### Element Description

*Motor and Sensory Skills* measures the proficiency that the work requires in controlling body movements and in using the senses to make distinctions. Motor skills include both gross (large) and small motor coordination, equilibrium (balance) and dexterity skills, and those skills needed to make fine sensory distinctions in hearing, sight, touch, smell, or taste.<sup>21</sup>

### Describing the Work

For each work characteristic under the *Motor and Sensory Skills* element, you must record these four pieces of information:

- the motor and/or sensory skill required by the work;
- the work activity or circumstances where the skills are used;
- why the incumbent needs those skills to carry out the activity; and
- the degree of proficiency required in controlling body movements and/or in using the senses to make distinctions.

#### Be sure to:

- describe any motor or sensory skill needed to work with people, animals, or objects. Include it even if it is used only occasionally.
- remember that this work element is not intended to create barriers to employment for people with disabilities. To describe work, you must understand which motor or sensory skills have to be used. But the UCS does not concern itself with how, or with what tools, individual employees actually use these skills.

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<sup>21</sup> Additional wording is from *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.53.



## Tips

1. Describe the motor and sensory skills needed to perform the activity successfully, at the degree of proficiency required by the work.<sup>22</sup>
2. Describe the physical acts of manipulating, controlling, and coordinating body movements to perform the skill, as well as the actual application of skills to make fine sensory distinctions, rather than the need for knowledge relating to the particular area of expertise.<sup>23</sup>
3. Timing refers to the reaction to a signal or stimulus or the performance of movements with the prescribed speed and at the right time.
4. Check for linkages among different elements. For example, *Motor and Sensory Skills* may be linked to *Well-being of Individuals*, *Work Environment*, and *Risk to Health*.

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<sup>22</sup> Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG), p.54, #6.

<sup>23</sup> SAG, p.54, #7.





## Element 11: Intellectual Effort

### Element Description

*Intellectual Effort* measures the mental exertion associated with solving the problems encountered in the work. Both the **intensity of the effort** and the **constraints on resolving problems** are measured.

### Describing the Work

For each work characteristic under the *Intellectual Effort* element, you must record these three pieces of information:

- the thinking challenge, problem solving, or creativity the work requires;
- the complexity or degree of intensity or difficulty of the problems, including the steps involved in solving them; and
- any external circumstances (that is, any constraints) that increase the effort required to solve problems and their relation to the problem at hand (how they increase the effort).

#### Be sure to:

- describe the degree of intensity or difficulty of the problem first, by itself. Then describe the constraints, that is, the obstacles or conditions outside the problem itself that make it more difficult to solve.

### Tips

1. Describe the **result** of intellectual effort under the *Responsibility* factor. Describe the **knowledge** or **abilities** needed to solve problems under the *Skill* factor. Describe the **effort** exerted in solving them here.
2. *Intellectual Effort* is involved when the incumbent encounters situations in the work that require effort beyond everyday thinking, where solutions are obvious. In such situations, immediate and previous solutions are not applicable. They include, but are not limited to, unique situations that make the incumbent think.



3. Describe the increased effort needed to find a solution when constraints make it very difficult to think and yet the incumbent must carry on. For example, in an emergency, a paramedic or nurse must make a comprehensive assessment before acting. He or she would have to make the same assessment normally, but intensity increases in the emergency situation because time pressures add to the effort of solving the problem.<sup>24</sup>
4. List constraints, things that affect the incumbent's ability to come to a decision. These may include frequent interruptions, the need to pay attention to several things at once, or the need to consider many factors or viewpoints.
5. Check for linkages among different elements. All work requires some type of *Intellectual Effort*.

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<sup>24</sup> Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG), p.63, #10.



## Element 12: Sustained Attention

### Element Description

*Sustained Attention* measures the effort required by the work to focus one or more of the senses. It also measures the sensory effort to remain attentive, sometimes to things that do not appear to be changing. Both **intensity of effort** and **degree of distraction** are measured.

### Describing the Work

For each work characteristic under the *Sustained Attention* element, you must record these five pieces of information:

- the work activities that require sensory effort to listen, to observe, or to pay attention to details;
- the reason sensory effort is needed;
- how much of the work requires sensory effort (that is, the percentage of work time it takes up);
- the degree of unavoidable distraction the incumbent is subjected to; and
- the degree of control the incumbent has over the occurrence, duration, or frequency of effort (whether attention must be maintained in spite of the distractions or whether it may be temporarily diverted, that is, whether sensory effort must be continuous or whether it can be intermittent).

#### Be sure to:

- describe what the work requires. Do not consider the capabilities or attributes of the incumbent.<sup>25</sup>

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<sup>25</sup> *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.67, #2.



## Tips

1. Consider any mandated pause, or limit on the amount of consecutive time to be worked, as a possible indication that the work has a low tolerance for lapse in attention.<sup>26</sup>
2. To differentiate between *Sustained Attention* and *Intellectual Effort*:
  - realize that intellectual effort can be exerted anywhere or anytime, even while doing something else. It requires mental gymnastics to explore the different parts of a problem, whether it is determining what to put in a letter or how to solve an equation. Sensory effort, on the other hand, is usually exerted only at the work site and stems from the requirement to focus the senses on one thing at a time. The work may demand staying focused, but staying focused does not necessarily require intellectual input.<sup>27</sup>
  - describe activities that require focusing one or more of the senses here under *Sustained Attention* (listening, monitoring, viewing, observing, watching, etc.). Describe activities that require the mental manipulation associated with problem solving under *Intellectual Effort*.
  - distinguish between proof-reading, which requires sustained attention, and editing, which does not. Editing documents for content, structure, style, grammar, etc., is *Intellectual Effort*. Proof-reading that requires comparing two similar documents to detect changes or missing words or punctuation is *Sustained Attention*.<sup>28</sup>
3. Check for linkages among different elements. For example, the effort of *Sustained Attention* may be linked to the responsibility for *Information for the Use of Others* and *Well-being of Individuals*.

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<sup>26</sup> SAG, p.68, #6.

<sup>27</sup> *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.68, #7.

<sup>28</sup> SAG, p.68, #8.





## Element 13: Psychological/Emotional Effort

### Element Description

*Psychological/Emotional Effort* measures the mental exertion required to cope with psychologically demanding work. Both **intensity of effort** and degree of control are measured.

### Describing the Work

For each work characteristic under the *Psychological/Emotional Effort* element, you must record these four pieces of information:

- the reasons psychological or emotional effort is required;
- the work situations, people, or tasks that give rise to a need for psychological or emotional effort;
- how much work time it takes to deal with these situations, people, or tasks (that is, the percentage of work time it takes up); and
- the degree of control the incumbent has over the occurrence, duration, or frequency of the effort.

#### Be sure to:

- describe any effort the work requires to comfort someone, or to remain detached from the people, tasks, or situations that make up the work.
- describe only the effort required to cope with emotionally and psychologically demanding situations arising from the responsibilities in the work.<sup>29</sup>

### Tips

1. Describe any effort needed to cope with work that is psychologically or emotionally tedious or monotonous because it is highly repetitive. Describe such conditions under *Work Environment* as well.
2. Distinguish the facts about the conditions under which the work is performed from the psychological or emotional effort required to deal with those conditions and with the work itself. Describe the factual conditions under the *Working Conditions* factor. Describe the requirement to cope with the conditions here under the *Effort* factor.<sup>30</sup>

<sup>29</sup> *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.74, #2.

<sup>30</sup> *Universal Classification Standard 2.0*, p.60, Note 5.



3. Check for linkages among different elements. For example, *Psychological/Emotional Effort* is often linked to *Well-being of Individuals, Leadership of Human Resources, Communication, Work Environment, and Risk to Health*.



## Element 14: Physical Effort

### Element Description

*Physical Effort* measures the amount of physical exertion required by the work. It recognizes the effort involved in both movement and stillness. Both the **intensity of the effort** and the **duration (amount of time)** are measured.

### Describing the Work

For each work characteristic under the *Physical Effort* element, you must record these four pieces of information:

- the work activities that require physical action or that limit physical action;
- the kind of movement or stillness required;
- the duration of the physical effort (how long); and
- the frequency of the physical effort (how often).

#### Be sure to:

- describe only the demands of the work, **not** the attributes or capabilities of the incumbent.<sup>31</sup>

### Tips

1. Describe the typical physical effort in the work, not rare or unexpected instances.
2. This element is not just about heavy physical labour. Do not overlook work in an office environment that may require physical effort to lift light files or office equipment or to remain seated or standing for prolonged periods. Make sure any limited movement is a requirement of the work.<sup>32</sup>

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<sup>31</sup> *Universal Classification Standard 2.0*, p.64, Note 1.

<sup>32</sup> *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.80, #5.



3. Describe periods of stillness only if the work does not allow the incumbent to choose when he or she will remain still. Stillness refers to keeping one's posture, position, or a part of the body still over time with very little movement or change in position allowed because of the nature of the work. Describe remaining seated here only when it is a requirement of the work, and when standing or changing positions would negatively affect the work being performed. Describe here also the requirement to stand or hold positions, where sitting or moving would negatively affect the work.<sup>33</sup>
4. Describe how the surroundings affect physical effort. For example, some work must be performed in uncomfortable or awkward positions, or in less than ideal conditions such as wind, waves, fog, cold, or heat, or in wet and slippery places. But describe only how the environment has an impact on or increases the physical effort exerted. Describe exposure to the disagreeable conditions under *Work Environment*.<sup>34</sup>
5. Describe any combinations of physical actions that the work requires. For example, does the incumbent need to twist, turn, pull, push, or otherwise move in awkward positions? Do these actions have an impact on his or her balance?
6. Describe the physical burden of being required to wear protective gear such as gloves, boots, goggles, or special clothing. Describe the hazard against which the gear protects under *Work Environment* and/or *Risk to Health*, as appropriate.
7. Check for linkages among different elements. For example, *Physical Effort* may be linked to *Well-being of Individuals*, *Ensuring Compliance*, *Motor and Sensory Skills*, *Work Environment*, and *Risk to Health*.

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<sup>33</sup> *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.80, #6.

<sup>34</sup> *SAG*, p.80, #7.





## Element 15: Work Environment

### Element Description

*Work Environment* measures the exposure to disagreeable psychological and physical work environments. Both the **psychological environment** and the **physical environment** of the work are evaluated.

### Describing the Work

For each work characteristic under the *Work Environment (Psychological and Physical)* element, you must record these three pieces of information:

- the aspects of the work that expose the incumbent to possible discomfort (physical or psychological);
- the type of discomfort (what makes the work environment physically or psychologically uncomfortable); and
- the frequency and duration of exposure to the physically or psychologically uncomfortable or hazardous situation (how often and for how long).

#### Be sure to:

- describe the most typical or prevalent physical and psychological working conditions in the environment(s). Do not report rare or exceptional circumstances.
- describe exposure to unpleasant working conditions or annoying aspects of the environment only if they are absolute requirements of the work. A direct link must exist between exposure to conditions and requirements of the work.



## Tips

1. The incumbent may have more than one work environment. For example, he or she may sometimes work in a laboratory and at other times do field work, or sometimes work in an office and at other times make deliveries in a truck, or provide support services to various project groups, committees, or task forces at different sites. Note them all, unless they are very similar.
2. Describe here the hazards against which protective gear such as gloves, boots, goggles, or special clothing must be worn. Describe the physical burden of having to wear such gear under *Physical Effort* and the specific hazard the gear protects against under *Risk to Health*.
3. Negative consequences of working in a particular environment may accumulate over time and may lead to health problems. If so, describe this possibility under *Risk to Health*.
4. Check for linkages among different elements. Although all work is conducted in some sort of environment, if you are describing extreme conditions, you may have links to *Well-being of Individuals*, *Ensuring Compliance*, *Communication*, *Motor and Sensory Skills*, *Psychological/Emotional Effort*, *Physical Effort*, and *Risk to Health*.



## Element 16: Risk to Health

### Element Description

*Risk to Health* measures the exposure to unavoidable mental and/or physical risks or hazards to health resulting directly from the performance of work. This element captures only those risks remaining after the application of normal safety precautions.

### Describing the Work

For each work characteristic under the *Risk to Health* element, you must record these three pieces of information:

- the physical and/or psychological environment that creates a likelihood of risk to health;
- the work activity that gives rise to a risk; and
- the consequences to physical and/or psychological health.

#### Be sure to:

- describe only those risks to health that cannot be controlled or reduced, where the work results can be achieved only if the incumbent is exposed to the risk.
- describe the risk that is the greatest when more than one risk to health exists in the work. You can determine which is the greatest risk by thinking about how long it might take to recover from the resulting health problem.

### Tips

1. Describe anything in the incumbent's environment that could cause anxiety or stress.
2. Are there steps the incumbent takes to minimize the risk to health? For example, does he or she have to wear protective gear? If so, describe the risk the gear protects against.
3. Do not confuse physical and psychological working conditions (*Work Environment*) and the effort required to face these conditions (*Psychological/Emotional Effort*) with the effect these conditions might have on the incumbent's health (*Risk to Health*).<sup>35</sup>

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<sup>35</sup> *Universal Classification Standard 2.0 Supplementary Application Guidelines (SAG)*, p.92, #1.



4. Check for linkages among different elements. For example, *Risk to Health* may be linked to *Well-being of Individuals*, *Ensuring Compliance*, *Motor and Sensory Skills*, *Psychological/Emotional Effort*, *Physical Effort*, and *Working Conditions*.



## **Annexes**





## Annex A: List of Verbs

Here is a list of verbs that describe the work Public Service employees do. Use the list to stimulate your thinking and feel free to add to it.

Accumulates	Decides	Investigates	Releases
Adapts	Delegates	Issues	Repairs
Adjusts	Designs		Reports
Administers	Determines	Judges	Researches
Advises	Develops		Responds to
Analyzes	Devises	Keyboards	Reviews
Annotates	Dictates		Revises
Answers	Directs	Leads	Routes
Applies	Discusses	Licenses	
Appraises	Distributes	Limits	Schedules
Approves		Listens	Screens
Ascertains	Enforces	Loads	Secures
Assesses	Escorts	Locates	Serves
Assigns	Establishes		Sets
Assures	Estimates	Maintains	Signs
Attends	Evaluates	Makes	Solves
Audits	Examines	Manages	Specifies
Authorizes	Executes	Mediates	Standardizes
		Modifies	Stores
Balances	Facilitates	Monitors	Structures
Bathes	Follows up	Motivates	Studies
Briefs	Forecasts		Submits
Builds	Foresees	Negotiates	Summarizes
Budgets	Formulates	Notifies	Supervises
	Furnishes	Numbers	Supplies
Calculates			Surveys
Calibrates	Gathers	Obtains	Synthesizes
Carries	Gives	Operates	
Cares for	Guides	Organizes	Takes
Checks			Tests
Chooses	Helps	Participates	Tracks
Clarifies	Hires	Plans	Trains
Collaborates		Prepares	Transfers
Collates	Identifies	Presents	Translates
Collects	Indexes	Presides	Transmits
Compiles	Implements	Produces	
Conducts	Improves	Promotes	Verifies
Consults	Informs	Provides	
Constructs	Initiates		Waives
Contracts	Inspects	Receives	Wires
Contributes	Interprets	Recommends	Writes
Controls	Interviews	Reconciles	
Coordinates	Inquires	Records	X-rays
Creates		Rejects	







## Annex B: USC Work Description Checklist

Use this list as a general guide to work description writing.

Before Writing	While Writing	After Writing
<ul style="list-style-type: none"><li>✓ Think ahead about the nature of the work, how it has changed in recent years, and those aspects that have never been evaluated.</li><li>✓ Focus on the work the incumbent is actually required to do, not what he or she would like to do, or how you think he or she might or should do it in the future.</li><li>✓ Do not use current work descriptions as your sole source material.</li><li>✓ Differentiate between the incumbent and the work.</li><li>✓ Ask yourself about qualities that you might think of as personal traits or second nature or common sense.</li></ul>	<ul style="list-style-type: none"><li>✓ Write complete, accurate, and clear sentences.</li><li>✓ Write short sentences.</li><li>✓ Choose active verbs.</li><li>✓ Avoid jargon, acronyms, and unusual or complicated words.</li><li>✓ Avoid adjectives such as <i>basic, simple, general, routine</i>.</li><li>✓ Do not state personal abilities and qualifications.</li><li>✓ Do not exaggerate or under-describe the work.</li><li>✓ Use statistics sparingly and only if necessary.</li><li>✓ Do not give examples of the work.</li></ul>	<ul style="list-style-type: none"><li>✓ Use the spell-checker to check your work.</li><li>✓ Ensure that all information is relevant and your description is not cluttered with unnecessary detail. At the same time, remember it is better to be complete than concise.</li><li>✓ Make sure that the <i>Work Characteristics</i> link back to the <i>Client-Service Results</i> and <i>Key Activities</i>. Make sure that none of the information is misplaced.</li><li>✓ Circulate copies of your draft to people who are familiar with the work to verify its content, and to people who are unfamiliar with it to check for clarity.</li></ul>



Use this checklist to review a UCS work description once you have finished it, to verify that it has all the necessary information.

Client-Service Results	Key Activities
Have you: <input type="checkbox"/> Stated the primary purpose, the services provided, or the results of the work? <input type="checkbox"/> Stated the client, the recipient of the services or products produced?	Have you: <input type="checkbox"/> Described major activities required to deliver services or achieve results?

**Responsibility—Element 1:  
Information for the Use of Others**

- Have you:
- ☐ Described what the incumbent does to or with the information?
  - ☐ Identified the type of information that the incumbent has responsibility for?
  - ☐ Stated who the information is intended for—the client or user of it?
  - ☐ Stated how the information will be used?
  - ☐ Described any responsibility for planning and coordinating the preparation and flow of information, if applicable?

**Responsibility—Element 2:  
Well-being of Individuals**

- Have you:
- ☐ Described the type of service(s) the incumbent is expected to provide?
  - ☐ Identified the person or people receiving this service?
  - ☐ Described the personal need of the recipient that the service fulfils?



**Responsibility—Element 3:  
Leadership of Human Resources**

Have you:

- ☐ Described the activity the incumbent carries out in leading people?
- ☐ Identified the person or people he or she leads (colleagues, subordinates, project teams, etc.)?
- ☐ Indicated whether the incumbent shares the leadership responsibility?
- ☐ Described any responsibility for planning and coordinating the work of people involved in conferences, meetings, committees, and workshops, if applicable?

**Responsibility—Element 4:  
Money**

For each responsibility—planning and controlling, acquiring funds, and spending funds—have you:

- ☐ Described what the incumbent does with money (collects, measures, recommends, spends)?
- ☐ Described the type of financial resources in question?
- ☐ Described the latitude (degree of freedom) for decision making and the guidelines or policies that influence actions?
- ☐ Described the risk involved, whether it is high, medium, or low risk?

**Responsibility—Element 5:  
Physical Assets and Products**

Have you:

- ☐ Described the incumbent's responsibility for physical assets and products?
- ☐ Identified the type of physical asset or product?
- ☐ Described its purpose?
- ☐ Identified the person or people who use the physical asset or product?
- ☐ Estimated the relative ease or difficulty of replacing it?
- ☐ Described any responsibility for making arrangements for facilities, equipment, and materials for meetings, conferences, and events, if applicable?



**Responsibility—Element 6:  
Ensuring Compliance**

Have you:

- ☐ Described the responsibility—work the incumbent does and/or the decisions required to ensure compliance?
- ☐ Identified the person, people, or organization that must comply?
- ☐ Identified the legislation, regulations, standards, or procedure for which the incumbent ensures compliance?
- ☐ Described the authority or guidance that the incumbent refers to when taking action or making decisions?
- ☐ Indicated whether responsibility is shared—whether the incumbent acts alone or must consult a higher authority before taking action?
- ☐ Estimated the potential impact of these actions or decisions?
- ☐ Described any responsibility for quality control or verification of the work of colleagues, if applicable?

**Skill—Element 7:  
Job Content Knowledge Application**

Have you:

- ☐ Described each skill set or unrelated area of expertise needed to do the work (breadth of knowledge)?
- ☐ Described the degree of specialization or expertise required for each unrelated area of expertise (depth of knowledge)?
- ☐ Described why the knowledge is needed or how it is applied?

**Skill—Element 8:  
Contextual Knowledge**

For each of the six separate areas, have you:

- ☐ Described the required contextual knowledge?
- ☐ Described what work the incumbent does with that knowledge?





**Skill—Element 9:  
Communication**

Have you:

- ☐ Described the particular communication skill the incumbent requires to understand others or to make him- or herself understood?
- ☐ Identified the person or people with whom the incumbent communicates?
- ☐ Explained the challenges or difficulties related to communicating with those individuals?

**Skill—Element 10:  
Motor and Sensory Skills**

Have you:

- ☐ Described the motor and/or sensory skills the work requires?
- ☐ Described the work activity or circumstances where the skills are used?
- ☐ Explained why the incumbent needs those skills to carry out this activity?
- ☐ Described the degree of proficiency required in controlling body movements and/or in using the senses to make distinctions?

**Effort—Element 11:  
Intellectual Effort**

Have you:

- ☐ Described the thinking challenge, problem solving, or creativity the work requires?
- ☐ Described the complexity or degree of intensity or difficulty of the problems, including the steps involved in solving them?
- ☐ Described any external circumstances (that is, any constraints) that increase the effort required to solve problems and explained their impact on the problem at hand (how they increase the effort)?



**Effort—Element 12:  
Sustained Attention**

Have you:

- ☐ Described work activities that require sensory effort to listen, to observe, or to pay attention to details?
- ☐ Explained why sensory effort is needed?
- ☐ Estimated how much of the work requires sensory effort (percentage of work time)?
- ☐ Described the degree of unavoidable distraction the incumbent is subjected to?
- ☐ Described the degree of control the incumbent has over the occurrence, duration, or frequency of effort (whether attention must be maintained in spite of the distractions or whether it may be temporarily diverted, that is, whether sensory effort must be continuous or whether it can be intermittent)?

**Effort—Element 13:  
Psychological / Emotional Effort**

Have you:

- ☐ Described the work situations, people, or tasks that give rise to a need for psychological or emotional effort?
- ☐ Explained the reasons psychological or emotional effort is required?
- ☐ Estimated how much work time it takes to deal with these situations, people, or tasks (that is, the percentage of work time it takes up)?
- ☐ Described the degree of control the incumbent has over the occurrence, duration, or frequency of the effort?

**Effort—Element 14:  
Physical Effort**

Have you:

- ☐ Described the work activities that require physical action or that limit physical action?
- ☐ Described the kind of movement or stillness required?
- ☐ Indicated how long the physical effort is required (its duration)?
- ☐ Indicated how often the physical effort is required (its frequency)?



**Working Conditions—Element 15:  
Work Environment**

Have you:

- ☐ Described aspects of the work that expose the incumbent to possible physical or psychological discomfort?
- ☐ Described the type of discomfort (what makes the work environment physically or psychologically uncomfortable)?
- ☐ Indicated the frequency and duration of exposure to the physically or psychologically uncomfortable or hazardous situation (how often and how long)?

**Working Conditions—Element 16:  
Risk to Health**

Have you:

- ☐ Described the physical and/or psychological environment that results in a likelihood of risk to health?
- ☐ Described the working activity that gives rise to a risk?
- ☐ Described the consequences to physical and/or psychological health?





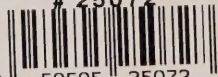






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